

**2011 English Language Arts Textbook Approval Committee Consensus
Correlation to the 2010 English Standards of Learning and Curriculum Framework – Grade 6 Writing**

Text Title: Writing with Power, hardcover student edition with online access, Grade 6 **Publisher** Perfection Learning

Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework- Grade 6 Writing Summary	Rating		
	Adequate	Limited	No Evidence
6.7	X		
6.7 a	X		
6.7b	X		
6.7c	X		
6.7 d	X		
6.7 e	X		
6.7 f	X		
6.7g	X		
6.7h	X		
6.7i	X		
6.7j	X		
6.8	X		
6.8 a	X		

Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework- Grade 6 Writing Summary	Rating		
	Adequate	Limited	No Evidence
6.8 b	X		
6.8 c	X		
6.8 d	X		
6.8 e	X		
6.8 f	X		
6.8 g	X		
6.8 h	X		
6.9	X		
6.9a	X		
6.9 b	X		
6.9 c	X		
6.9 d	X		
6.9 e	X		

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Section II. Additional Criteria: Instructional Planning and Support	Degree of Correlation: Underline your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.		
1. The textbook is presented in an organized, logical manner and is appropriate for the age, grade, and maturity of the students.	<u>Adequate</u>	Limited	No Evidence Comments:
2. The textbook is organized appropriately within and among units of study.	<u>Adequate</u>	Limited	No Evidence Comments:
3. The format design includes titles, subheadings, and appropriate cross-referencing for ease of use.	<u>Adequate</u>	Limited	No Evidence Comments:
4. The writing style, syntax, and vocabulary are appropriate.	<u>Adequate</u>	Limited	No Evidence Comments:
5. Sufficient instructional strategies are provided to promote depth of understanding.	<u>Adequate</u>	Limited	No Evidence Comments:

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2010 Grade 6 English Standards of Learning			
STANDARD	Degree of Correlation: Underline your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.		
6.7 The student will write narration, description, exposition, and persuasion.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
a) Identify audience and purpose.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
c) Organize writing structure to fit mode or topic.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
d) Establish a central idea and organization.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
e) Compose a topic sentence or thesis statement if appropriate.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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STANDARD	Degree of Correlation: Underline your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.		
f) Write multiparagraph compositions with elaboration and unity.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
g) Select vocabulary and information to enhance the central idea, tone, and voice.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
h) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
i) Revise sentences for clarity of content including specific vocabulary and information.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
j) Use computer technology to plan, draft, revise, edit, and publish writing.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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STANDARD	Degree of Correlation: Underline your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.		
6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
b) Use subject-verb agreement with intervening phrases and clauses.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
c) Use pronoun-antecedent agreement to include indefinite pronouns.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
d) Maintain consistent verb tense across paragraphs.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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STANDARD	Degree of Correlation: Underline your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.		
e) Eliminate double negatives.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
f) Use quotation marks with dialogue.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
g) Choose adverbs to describe verbs, adjectives, and other adverbs.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
h) Use correct spelling for frequently used words.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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STANDARD		Degree of Correlation: Highlight your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.	
6.9	The student will find, evaluate, and select appropriate resources for a research product.	<u>Adequate</u>	Limited No Evidence Comments:
	a) Collect information from multiple sources including online, print, and media.	<u>Adequate</u>	Limited No Evidence Comments:
	b) Evaluate the validity and authenticity of texts.	<u>Adequate</u>	Limited No Evidence Comments:
	c) Use technology as a tool to research, organize, evaluate, and communicate information.	<u>Adequate</u>	Limited No Evidence Comments:
	d) Cite primary and secondary sources.	<u>Adequate</u>	Limited No Evidence Comments:

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2010 Grade 6 English Standards of Learning		
STANDARD	Degree of Correlation: Highlight your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.	
e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.	<u>Adequate</u>	Limited No Evidence Comments: